

Early Childhood Comprehensive Systems & Help Me Grow Webinar

Maine Department of Health and Human Services
Governor's Office of Policy Innovation and the Future
March 29th, 2022



GOVERNOR'S OFFICE OF
Policy Innovation
and the Future



Webinar Agenda

- **Welcome**, Ana Hicks
- **Kick Off Meeting Survey Results**, Stacey Laflamme
- **ECCS Review and Family Engagement**, Ashley Olen, Anna Cyr
- **Help Me Grow**, Angie Bellefleur
- **ASQ Online**, Dr. Amy Belisle
- **Early Childhood Integrated Data Systems (ECIDS)**, Katherine Johnston
- **Next Steps**, Ashley Olen
- **Questions and Answers**, Panel



Review Child Health Priorities

Children's Cabinet Goals & Strategies

- All Maine children enter kindergarten prepared to succeed
- Aligns with key strategies in the Children's Cabinets Plan for Young Children

DHHS Goals

- Provide Leadership on Children's Health Across DHHS and State
- Maintain a focus on the DHHS Priority: Maine Children grow up in safe, healthy, and supportive environments, allowing them to thrive throughout their lives



Survey Results from Kick Off Meeting

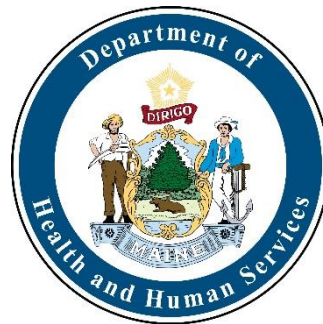
Key Points from Survey Responses (n=20)

- **Authentic family engagement at all levels**
- **Partnership with existing resources, i.e. 211, others**
- **Importance of social media, effective web design and other tech options to meet family's needs**
- **Inclusion of diverse populations, consistent translation of materials, multiple points of entry for families that need multiple modalities**
- **Ongoing communication with interested partners**
 - 95% of respondents want ongoing email updates
 - 40% want to participate in partner meetings
 - 30% want quarterly webinars
 - 15% want office hour meetings
 - 10% want updates posted on a website



Early Childhood Comprehensive System (ECCCS)

Maine CDC



Goals and Objectives

Maine's **Early Childhood Comprehensive System** Health Integration Prenatal-to-three (P-3) program will increase referrals to, and utilization of, P-3 programs and services by making Maine's complex health and early childhood development systems **easier for families to more effectively access and navigate**.

1

Provide a **state-level central point of coordination** (ECCS Lead) to connect Maine's various maternal and early childhood programs and, develop and expand partnerships to advance Maine's vision for a comprehensive P-3 system.

Maine CDC

2

Develop a realistic **state-level Early Childhood Strategic Plan** which identifies the resources necessary and available to implement strategies and meet goals and objectives.

Maine Children's Cabinet

3

Strengthen Maine's perinatal system of care and integrate programs and services across the maternal and early childhood system.

Maine CDC, PQC4ME

4

Establish a **"no wrong door" P-3 care coordination model for Maine** to strengthen and improve linkages across the maternal and early childhood system.

Help Me Grow

5

Convene **state-level education and early childhood leaders and stakeholders** to identify resources needed to sustain and advance ECCS priorities and programs.

Maine Children's Cabinet

6

Develop **targeted strategies to address health disparities** based on geographic region, race, ethnicity, and socioeconomic status.

Maine Children's Cabinet, MeCDC, HMG, PQC4ME

Draft of Existing State-level Assets in Maine's P-3 System

- Maternal, Fetal, Infant Mortality Review Panel (MFIMR)-CDC
- Child Death and Serious Injury Review Panel (CDSIR)-OCFS
- Perinatal Quality Collaborative for Maine (PQC4ME)-Maine Medical Association)
- Northern New England Quality Improvement Network (NNEPQIN)-Dartmouth
- Division of Vital Records
- MCH Epidemiologists
- Maine Children's Alliance- Kids Count

- LifeFlight
- Emergency Medical Service (EMS)
- Transfer/Communication Centers
- Neonatal Transport
- Non-Emergency Medical Transportation (MaineCare)

- Food Supplement Employment and Training & WIC
- SNAP, TANF, ASPIRE
- Whole Family Services

- CDC: Lead Screening, Hearing, Newborn Screening, Immunizations
- Maternal & Child Health (MCH)– ECCS, Grant, Children with Special Health Care Needs, Block Grant, Perinatal Education Outreach
- DHHS Perinatal System of Care Stakeholder Group
- Children's Cabinet & CCECAC

- Child Care Subsidy Program
- Early Head Start, Head Start
- Early Childhood Consultation Partnership
- Licensed Child Care Programs



Draft
2/15/22

- Maternity Care and Maternal Fetal Medicine
- Primary Care, Pediatricians, Family Medicine
- Pediatric Specialists
- Community Health Clinics
- 25 Birth Hospitals/33 hospitals, 3 Birth Centers
- Oral Health Providers
- SUD Treatment Providers
- Peer Recovery Partners

- Help Me Grow
- Maine MOM Grant
- Plan of Safe Care
- Behavioral Health Homes
- Targeted Case Management
- MCH Care Coordinator

- Public Health Nursing, Home Visiting, Cradle ME
- Child Development Services (Part C)
- Office of Child and Family Services: Family First Prevention Services, Child Welfare, Children's Behavioral Health
- ASQ on-line/Developmental Screenings
- Rehabilitative and Community Support Services

- Private Health Insurance
- MaineCare (EPSDT)

- Community and Family/Parent organizations across the state that provide supports and services for families with young children.

Perinatal Systems of Care: Objective 3

Strengthen Maine's perinatal system of care and integrate programs and services across the maternal and early childhood system by advancing the work of the Perinatal Quality Collaborative for Maine (PQC4ME) to improve the state of perinatal health care in Maine.

1. Achieve healthy pregnancies & the best possible maternal & birth outcomes in all areas of the state, and across all populations.

- Support QI work developed by The Alliance for Innovation on Maternal Health (**AIM**) Program, the Maternal and Neonatal Levels of Care, Risk Assessment, Maternal Transport, DEIB and align work of the ECCS grant the work of the Perinatal Nurse Outreach and the MCH Program.



2. Ensure all mothers and infants receive the right care in the right place at the right time through perinatal regionalization efforts

- Help support the **creation/strengthening of infrastructure and referral pathways between P-3 systems** that include healthcare providers, public health, social service agencies and early intervention services. This will utilize CradleME and Help Me Grow.

ECCS- Equity



Objective 6: Develop targeted strategies to address health disparities based on geographic region, race, ethnicity, and socioeconomic status.

- Goal to help coordinate and align equitable access to address the challenges that various groups may face; language barriers, social determinant of health needs, substance use disorders, etc.
 - Have the tough conversations to remove roadblocks for access.
- Create a path for a family for getting the appropriate services they need, regardless of how they enter. Ensure “No wrong door.”
- Equity will be incorporated into all the work with ECCS, Help Me Grow and ASQ.
- Office of Population Health Equity



Family Engagement

Framework for Family Engagement in Systems Change

Domain 1: Commitment

- Family Engagement is a core value.

Domain 2: Transparency

- Access is provided to relevant knowledge and supports.

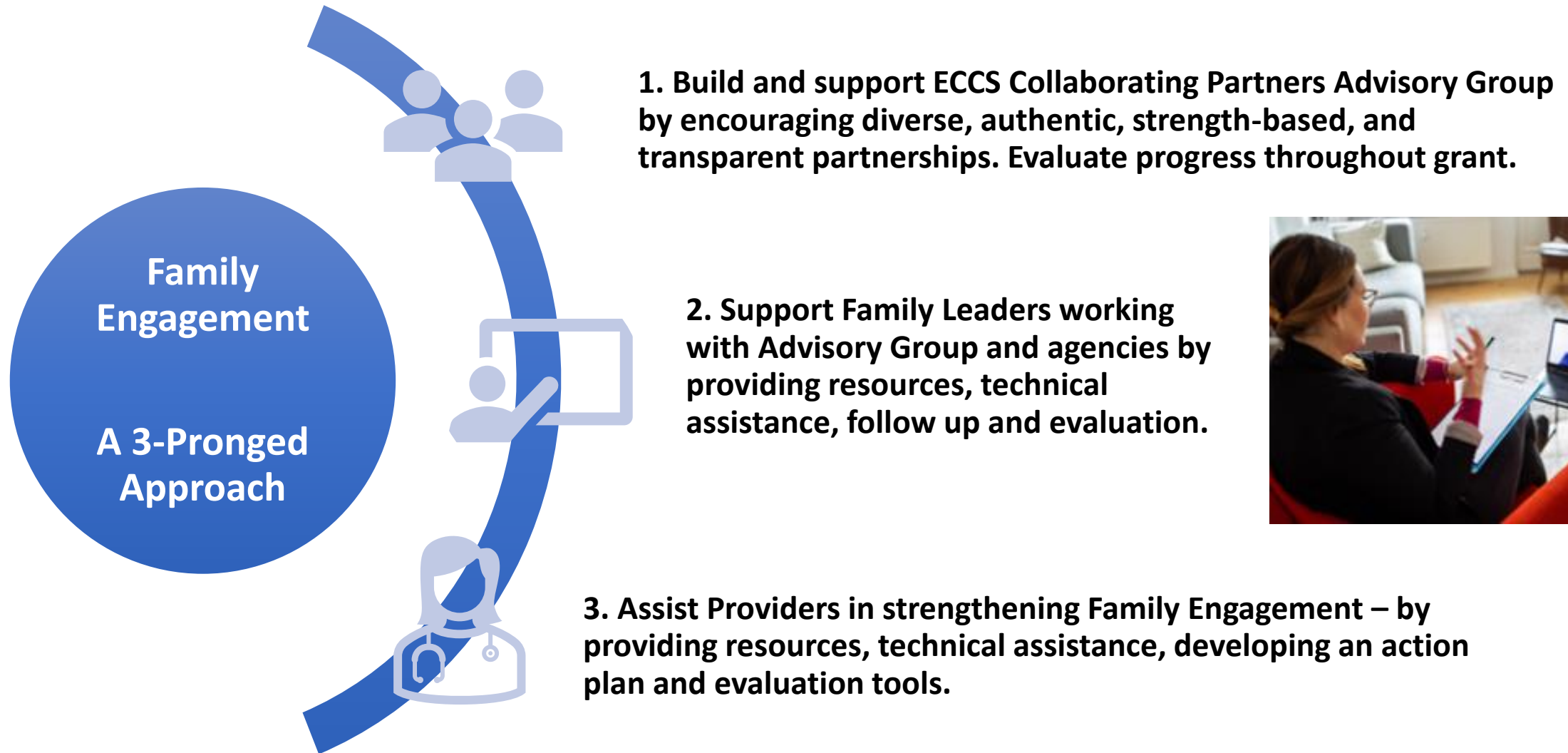
Domain 3: Representation

- Engaged families reflect the diversity of the community served (race, ethnicity, culture, language, and geography).

Domain 4: Impact

- The initiative identifies what has changed and what the organization is doing differently because families are involved.

Family Engagement



Help Me Grow



A Solution to Help Young Children Shine

Help Me Grow is a central access point designed to connect families to information and services about child development and community resources. In partnership with 2-1-1 Maine, any parent and/or provider can contact Help Me Grow for additional support as Help Me Grow will listen, link you to services, and provide ongoing support.

HMG Maine is an affiliate of the National Help Me Grow Network



HOW IT WORKS

Centralized Access Point

Assist families and professionals in connecting children to the grid of community resources that help them thrive.

Resources

Help Me Grow builds an effective grid of connected service providers that best serves families within the state of Maine.

Developmental Screening

When potential concerns are spotted early on, they can be easier to address. Maine utilizes the Ages & Stages Questionnaire (ASQ-3) to assess a child's communication, motor skills, problem solving, and personal social skills.

Eligibility

A free universal service available to all children, prenatal to eight years of age.



Help Me Grow

15 Minute Video Introduction to Help Me Grow

<https://www.youtube.com/watch?v=ZmFnPQU7Irl>



Help Me Grow

Policy Development

Youth & Family Engagement

Continuous Quality Improvement

Data system staging

**Procurement
Process**

Data loading

System testing

**Technology
workflow**

Communication plan

**Customer Journey
Map**

Website

**Stakeholder
engagement**

Staffing plan

Training

**Relationship with
partners**



Improving Developmental Screening and Piloting the Ages and Stages Questionnaire (ASQ) Online Tool

Amy Belisle, MD, MBA, MPH
Chief Child Health Officer
Maine DHHS



Goals around Developmental Screening

Improve developmental screening across the disciplines for children ages 0-3 and their families by:

- Having an integrated process of developmental surveillance and screening as best practice for developmental monitoring and early detection
- Using evidence-based screening tools across disciplines
- Providing training on why developmental screening is important
- Monitoring screening data across sectors to assess process and outcomes
- Increasing access to developmental screening with ASQ Online Program
- Creating mechanisms for sharing information and making appropriate referrals to “close the loop“
- Developing policies and programs to support a coordinated system of screening and referrals

Common Developmental Screening Tools Used in Maine and Screening Intervals

Developmental Surveillance: at every visit

- AAP Bright Futures
- CDC's Learn the Signs. Act Early (LTSA)



Developmental Screening: at 9-, 18-, 24 or 30-month visit

- Ages and Stages Questionnaire (ASQ-3)
- Survey of the Well-Being of Young Children (SWYC)



Social-Emotional Screening: upon program enrollment and then annually

- ASQ-SE



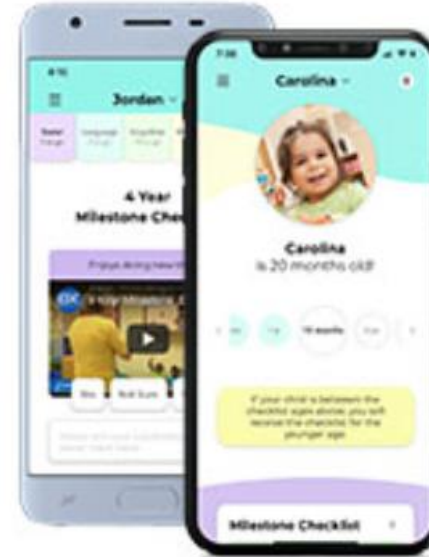
(Bright Futures Logo, American Academy of Pediatrics; ASQ-3 and ASQ: SE-2 Logo, Brookes Publishing, SWYC Logo, Tufts Medical Center)

2022 Updates to the Learn the Signs, Act Early Program

- CDC's Learn the Signs. Act Early. program funded the American Academy of Pediatrics (AAP) to convene a group of eight experts in child development from diverse fields to revise its developmental surveillance checklists
- Outlined process in the *Pediatrics*: “[Evidence-Informed Milestones for Developmental Surveillance Tools](#)” in February 2022
- Reviewed all the major developmental surveillance and screening tools
- Established criteria for checklists used for surveillance
- Updated the CDC's Learn the Signs. Act Early program checklists and milestones for developmental surveillance
- Selected milestones for surveillance typically achieved by 75% of the population instead of 50%
 - Wanted to discourage “wait and see” approach and encourage developmental screening and referral
 - Updated milestones: transferred some to older groups, reduced number of milestones from 216 milestones to 159
- Added 15- and 30-month checklists

Developmental Milestone Resources

- [Get Free CDC “Learn the Signs. Act Early.” Campaign Materials | CDC](#)
 - Milestone Tracker
 - Checklists
 - Milestone Moments
 - Brochures
 - Books
 - Tip sheets on How to Get Help for a Child
- Maine’s Learn the Signs. Act Early Ambassador is Nancy Cronin, Maine Developmental Disabilities Council
- Updated materials will be available summer/fall 2022



Background on ASQ-3

- The ASQ-3 is a parent-completed, evidence-based instruments
- High levels of sensitivity
 - ASQ-3: 80% sensitivity rate
- Written at 6th grade reading level
- Available in other languages: Arabic, French, Spanish, English, Chinese, and Vietnamese
- Developmental Promotion and Information Sheets are Available for Families
- Several states and Help Me Grow Programs are using online system (VT, KS, MI, FL, CA, NY and more)
- Many providers in the Maine have been trained and are using the paper based ASQ online system as the result of past project
- Training information for providers is available online through Brooke's Publishing

How the ASQ-3 is Designed



- Different questionnaires based on age, 1-66 mo.
- Caregiver completed tool
- 30 Item Questionnaire divided into 5 sections:
 - Communication
 - Fine Motor
 - Social-Emotional
 - Gross Motor
 - Problem Solving
- Scoring:
 - Above cutoff: Development appears to be on schedule;
 - Close to cutoff: Provide learning activities and monitor;
 - Below the cutoff: further assessment with a professional may be needed

ASQ-3 **16 Month Questionnaire** 15 months 0 days through 16 months 30 days

On the following pages are questions about activities babies may do. Your baby may have already done some of the activities described here, and there may be some your baby has not begun doing yet. For each item, please fill in the circle that indicates whether your baby is doing the activity regularly, sometimes, or not yet.

Important Points to Remember:

- ☒ Try each activity with your baby before marking a response.
- ☒ Make completing this questionnaire a game that is fun for you and your child.
- ☒ Make sure your child is rested and fed.
- ☒ Please return this questionnaire by _____.

Notes:

At this age, many toddlers may not be cooperative when asked to do things. You may need to try the following activities with your child more than one time. If possible, try the activities when your child is cooperative. If your child can do the activity but refuses, mark "yes" for the item.

COMMUNICATION

	YES	SOMETIMES	NOT YET	
1. Does your child point to, pat, or try to pick up pictures in a book?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
2. Does your child say four or more words in addition to "Mama" and "Dada"?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
3. When your child wants something, does she tell you by pointing to it?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
4. When you ask your child to, does he go into another room to find a familiar toy or object? (You might ask, "Where is your ball?" or say, "Bring me your coat," or "Go get your blanket.")	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
5. Does your child imitate a two-word sentence? For example, when you say a two-word phrase, such as "Mama eat," "Daddy play," "Go home," or "What's this?" does your child say both words back to you? (Mark "yes" even if her words are difficult to understand.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
6. Does your child say eight or more words in addition to "Mama" and "Dada"?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5
COMMUNICATION TOTAL				55

GROSS MOTOR

	YES	SOMETIMES	NOT YET	
1. Does your child stand up in the middle of the floor by himself and take several steps forward?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
2. Does your child climb onto furniture or other large objects, such as large climbing blocks?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5
3. Does your child bend over or squat to pick up an object from the floor and then stand up again without any support?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10

E101160200 Ages & Stages Questionnaires®, Third Edition (ASQ-3™), Squires & Bricker © 2009 Paul H. Brookes Publishing Co. All rights reserved. page 2 of 6

[Example of tool](#)

How the ASQ-SE-2 is Designed

- Periodicity:
 - Should be done upon program enrollment and annually
- Domains:
 - Self-Regulation
 - Compliance
 - Communication
 - Adaptive Functioning
 - Autonomy
 - Affect (mood)
 - Interactions with People
- Scoring
 - Below cutoff: SE development appears to be on schedule
 - Close to cutoff: Review behaviors of concern and monitor
 - Above cutoff: Further assessment with a professional may be needed

24 Month QUESTIONNAIRE 21 months 0 days through 24 months 30 days **ASQ:SE-2**

Questions about behaviors children may have are listed on the following pages. Please read each question carefully and check the box ☒ that best describes your child's behavior. Also, check the circle ☒ if the behavior is a concern.

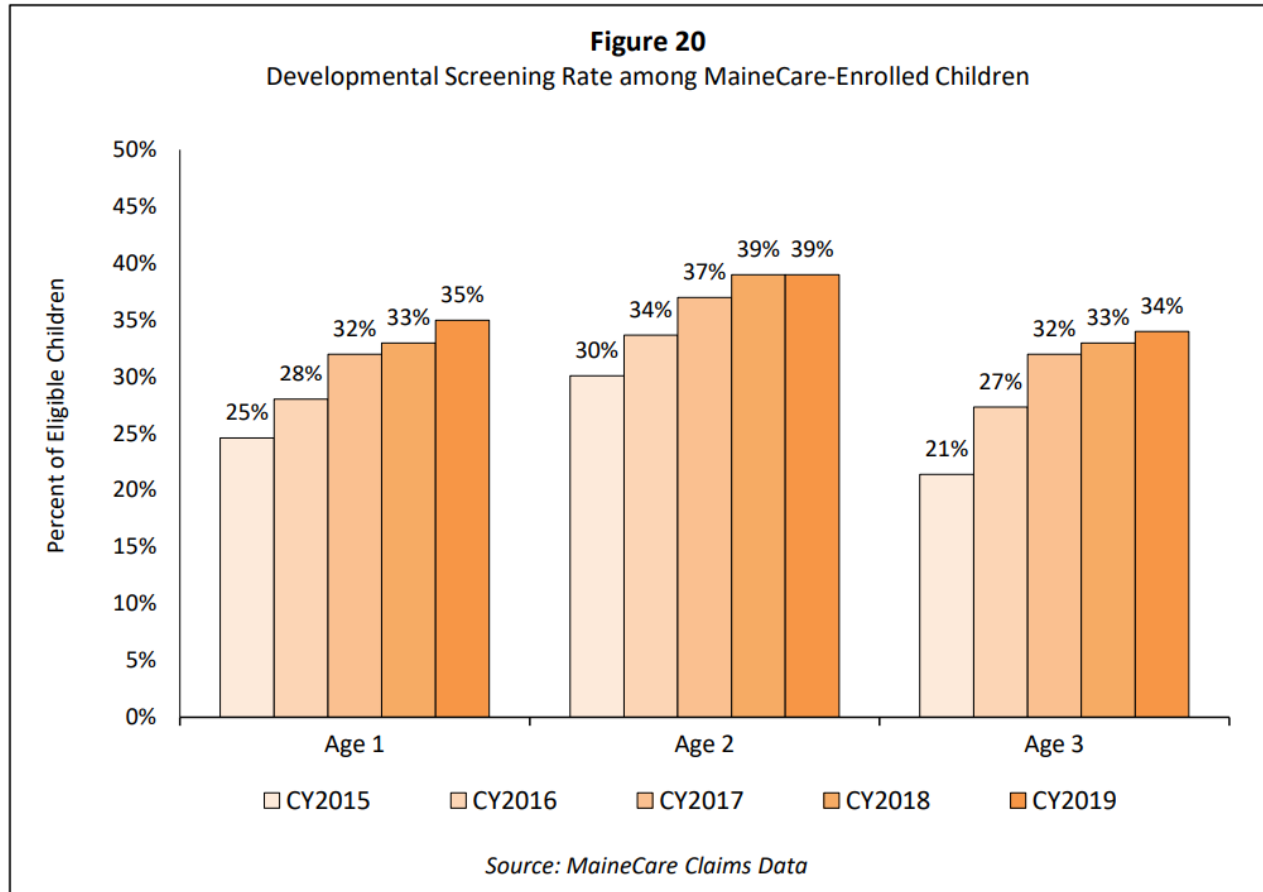
Important Points to Remember:

- ☐ Answer questions based on what you know about your child's behavior.
- ☐ Answer questions based on your child's usual behavior, not behavior when your child is sick, very tired, or hungry.
- ☐ Caregivers who know the child well and spend more than 15-20 hours per week with the child should complete ASQ:SE-2.
- ☐ Please return this questionnaire by: _____
- ☐ If you have any questions or concerns about your child or about this questionnaire, contact: _____
- ☐ Thank you and please look forward to filling out another ASQ:SE-2 in _____ months.

	OFTEN OR ALWAYS	SOME TIMES	RARELY OR NEVER	CHECK IF THIS IS A CONCERN	
1. Does your child look at you when you talk to him?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	0
2. Does your child seem too friendly with strangers?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="radio"/>	0
3. Does your child laugh or smile when you play with her?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	0
4. Is your child's body relaxed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	0
5. When you leave, does your child stay upset and cry for more than an hour?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	10
6. Does your child greet or say hello to familiar adults?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	5
7. Does your child like to be hugged or cuddled?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	0
8. When upset, can your child calm down within 15 minutes?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	0
TOTAL POINTS ON PAGE					15

P201240100 Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2™), Squires, Briden, & Twombly
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Monitoring Developmental Screening Data Across Sectors



MaineCare uses the Children's Health Insurance Program Reauthorization Act (CHIPRA) measure of a documented developmental screening by ages 1, 2, and 3 years.

There has been an increase in the rate of developmental screening for children from FY2011 range of 1-3% to a range of 34-39%, surpassing the initial target of a 3% increase each year would like to be closer to 60%.

MaineCare Summary of Child Core Set Measures Summary of Pediatric Quality Measures for Children Enrolled in MaineCare, Calendar Years 2015 – 2019. October 2021. Prepared by Louisa Munk, MPH, Zachariah Croll, MPH, of the Cutler Institute for Health and Social Policy, Muskie School of Public Service, University of Southern Maine, p. 24.

Monitoring Developmental Screening Data Across Sectors

- In 2018:
 - Head Start: 2,058 newly enrolled children in Head Start received a screening in 2018
 - CDS: 864 children ages 0-3 received a screening
- In 2019:
 - Maine Families Home Visiting (approx. 84% screened)
 - 1,199 children received a developmental screening by age 1
 - 584 children received a developmental screening by age 2
 - 332 children received a developmental screening by age 3

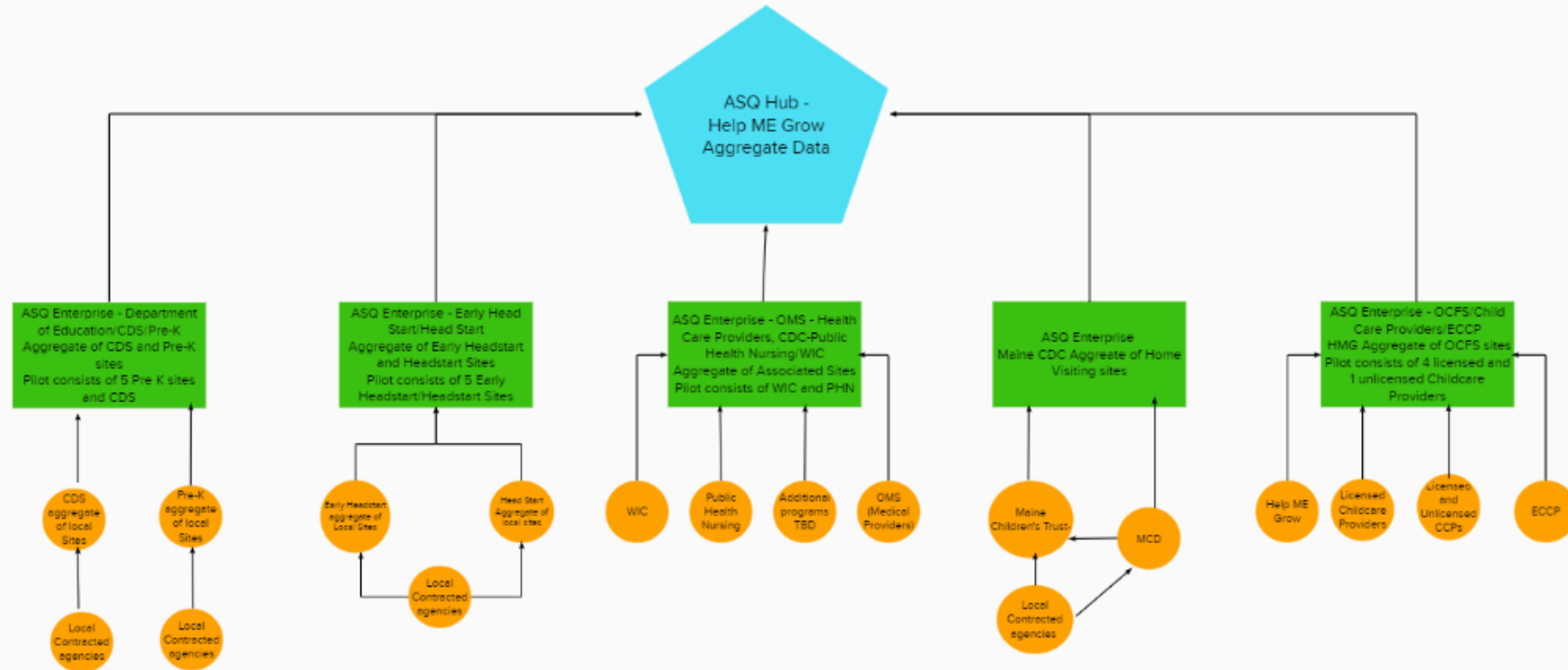
*Note, these are not unduplicated counts and denominators are needed from the programs

Increasing Access to Developmental Screening with ASQ Online Program Child Health and Care Provider Outreach

- DHHS/MaineCare (with the assistance of the J.T. Gorman Foundation) is purchasing the ASQ Online Enterprise System for Maine: Ages and Stages Questionnaire Developmental Screening (ASQ-3) and Social Emotional (ASQ-SE)
- Will be part of the Help Me Grow System
- Will pilot this spring with some childcare and Head Start providers and then expand to other programs serving young children
- Has data management and reporting abilities
- Families can complete questionnaires at home from any device



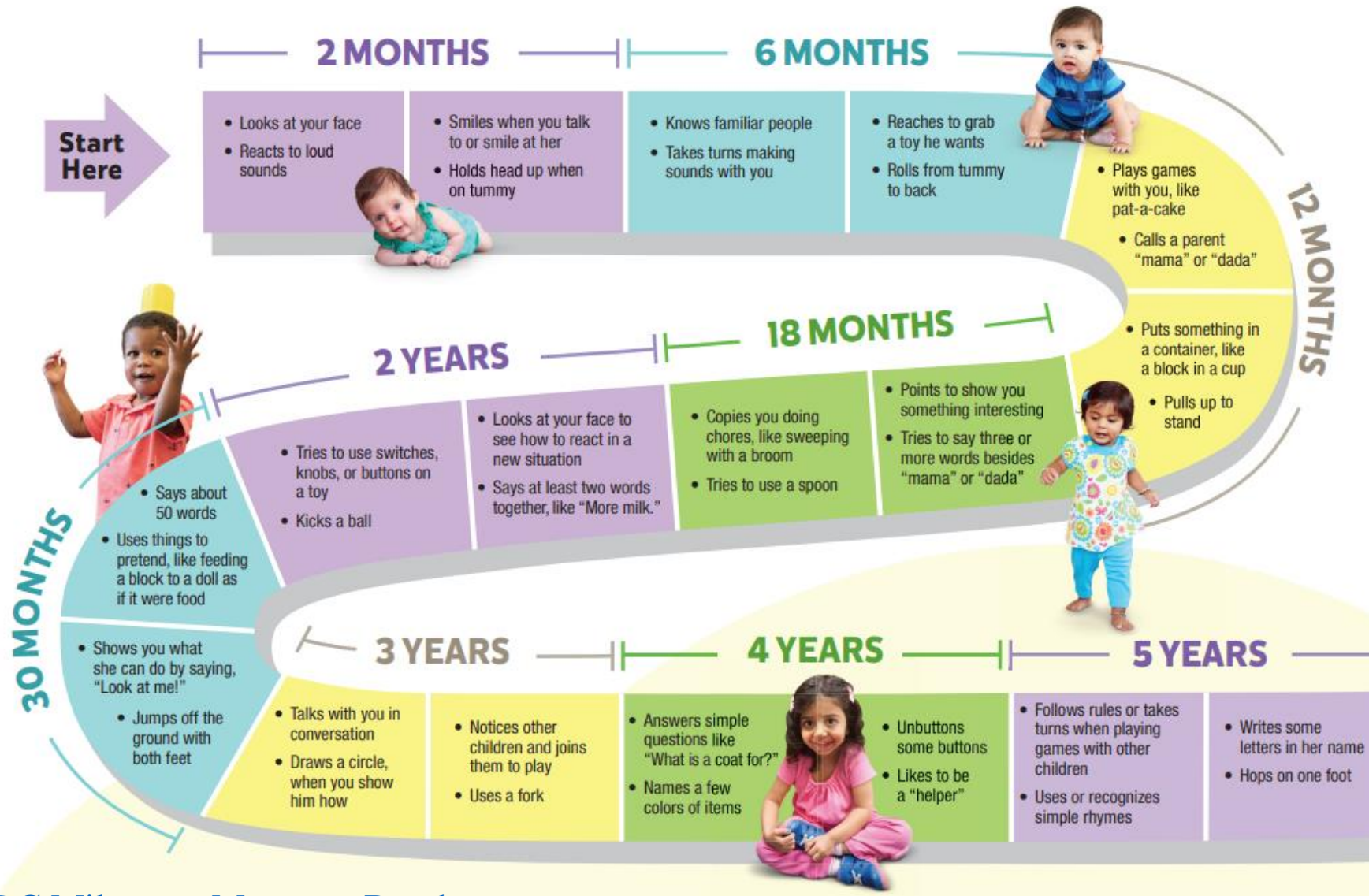
Ages and Stages On-Line System Structure



- **State will start with 1 Hub and 5 Enterprise Accounts- these can be expanded over time**
- **Rachel Williams, Resource Specialist, Help ME Grow, is going to work with programs on implementation and can be reached at: Rachel.Williams@maine.gov**

Your Child's Early Development is a Journey

These are just a few of many important milestones to look for. For complete checklists for your child's age visit www.cdc.gov/Milestones or download CDC's free *Milestone Tracker* app.



Building an Early Childhood Integrated Data System for Maine

A Priority of Governor Mills' Children's Cabinet



All Maine children enter kindergarten prepared to succeed.

Three focus areas to ensure we are meeting the goal for young children:

1. Increase access to affordable early care & education, preventive and early intervention services for young children and their families.
2. Raise the quality of our early care and education system and support families to access quality programming.
3. Recruit, prepare, and retain a diverse early childhood workforce.

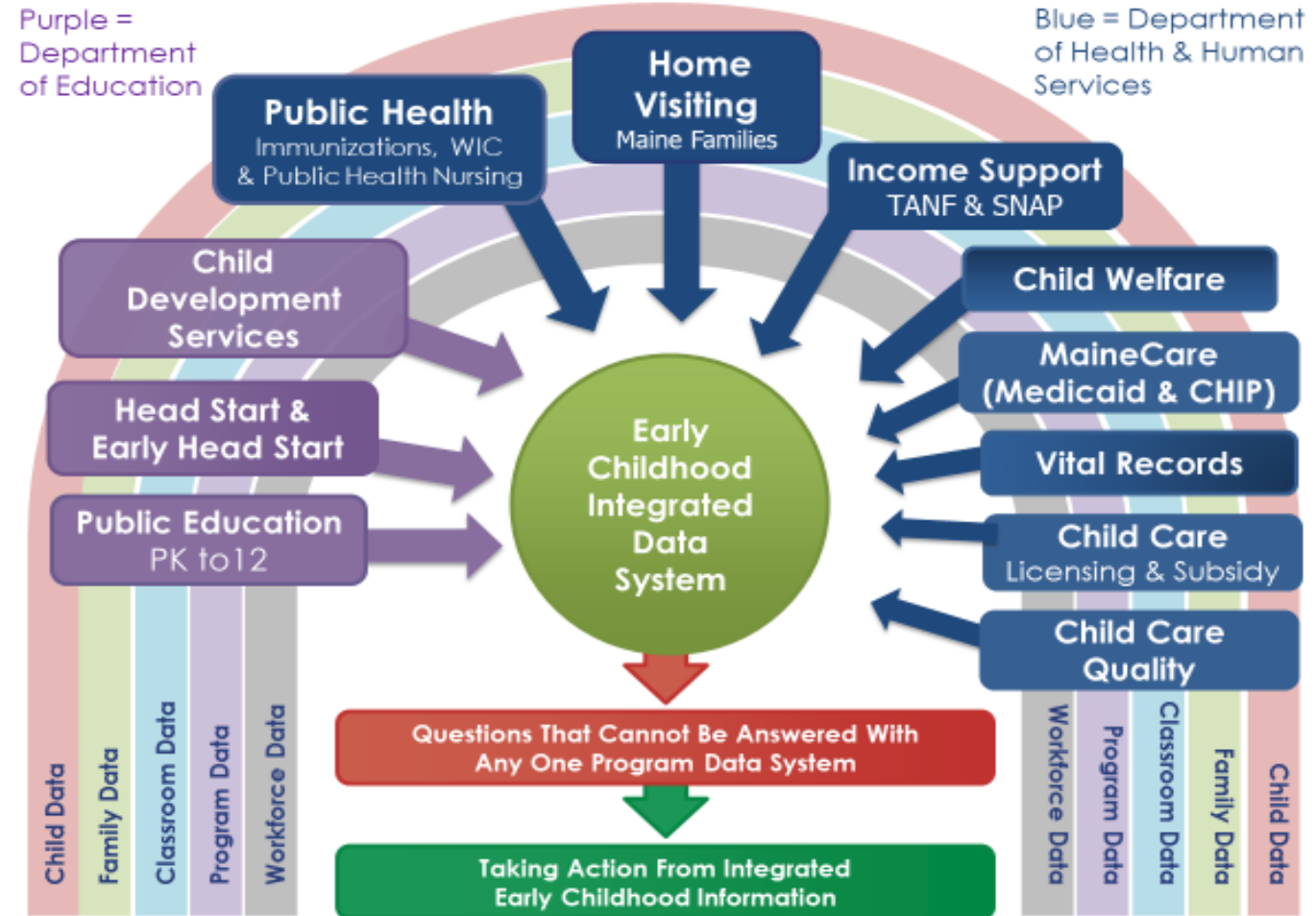
Data will help us know if we are on track and where resources are needed



What is an Early Childhood Integrated Data System?

An Early Childhood Integrated Data System collects, integrates, maintains, stores, and reports information from early childhood programs across multiple agencies that serve children and families from birth to age 5.

Integrating data across programs will help us understand how well we are meeting children's and families' needs, and what investments could be effective at improving outcomes.



What can we learn from an Early Childhood Integrated Data System?

We can begin to explore:

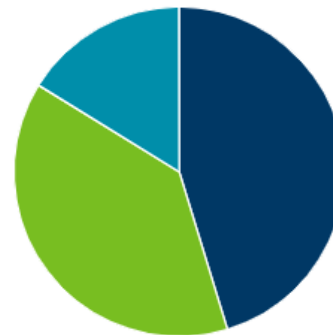
1. How many unique Maine children participate in multiple state programs?
2. How many Maine children are screened, referred to, and receiving the services they need to help them thrive?
3. What investments show promise at increasing the accessibility, affordability, and quality of child care?

<http://eclids.mn.gov/#>

Early Childhood Screening Overview

2020 Total Children Screened = 46,572

Export to PDF



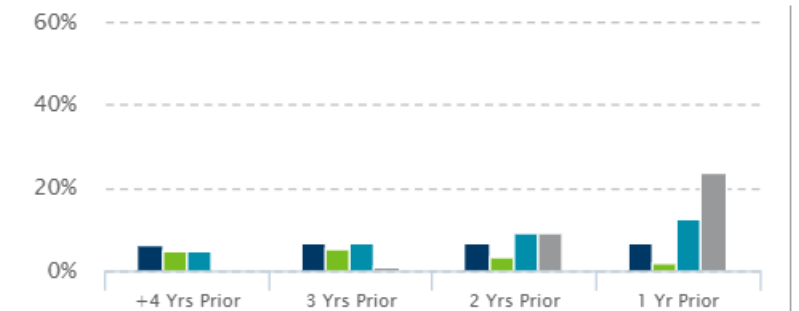
■ Age 3 ■ Age 4 ■ Age 5-6

Screening Age	Count (Percent)
Age 3	21,090 (45.3%)
Age 4	17,926 (38.5%)
Age 5-6	7,556 (16.2%)

Participation by Year Prior to Kindergarten

2020 Total Kindergartners = 69,015

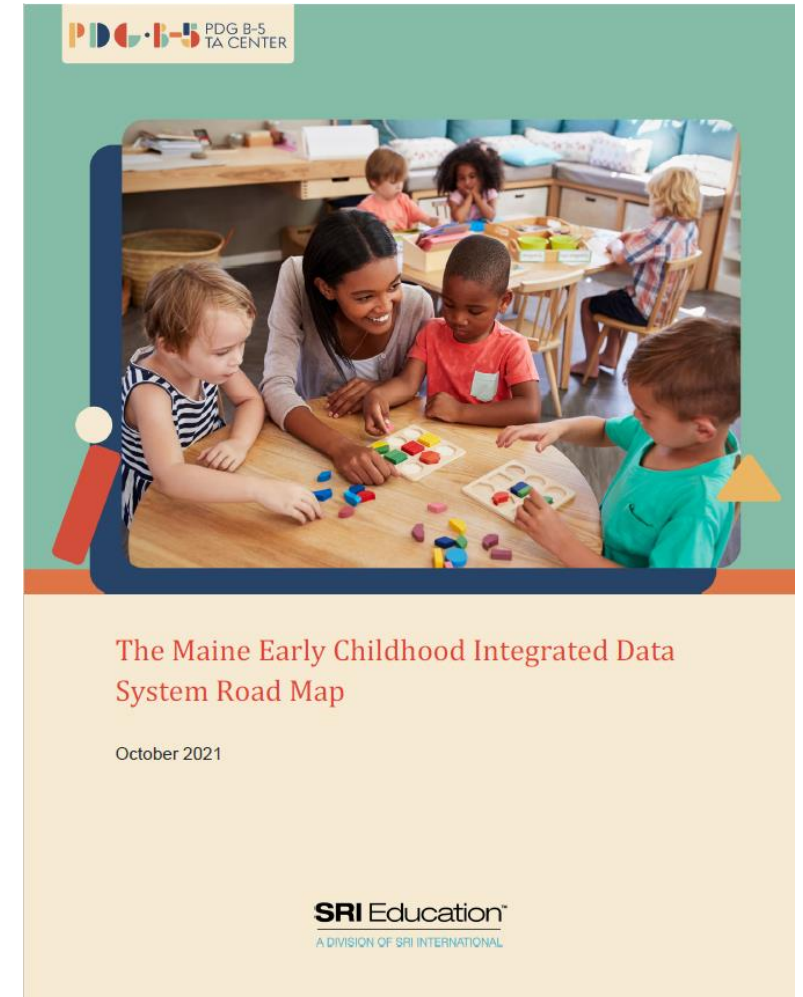
NOTE: This chart shows the kindergartners who participated in public early care and education programs each year prior to entering kindergarten. Some children participate in a program over multiple years. Some children participate in multiple programs within a year.



■ Child Care Assistance Program (CCAP)
■ Early Childhood Family Education (ECFE)
■ Early Childhood Special Education (ECSE)
■ MN District Pre-School

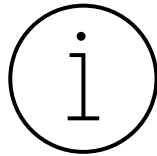
Background: Developing an ECIDS in Maine

- Maine has laid the groundwork for an ECIDS over many years:
 - Data linkage map (2016)
 - Preschool Development Grant focus (2018-2020)
 - Children's Cabinet Plan for Young Children priority (2020)
 - Pilot data integration study (2020)
 - ECIDS Road Map for Maine (2021)
 - Hired ECIDS Coordinator (2021)
- At least 20 states have an operational ECIDS, and most of the remaining states are in the planning stages.

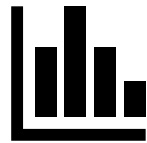


Early Childhood Integrated Data in Context

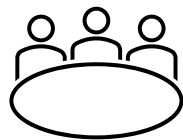
Planning for an Early Childhood Integrated Data System is an exciting project that aligns strongly with Help Me Grow and the Early Childhood Comprehensive Systems grant.



Information – cross-agency data is a key component for each initiative; we will continue to build capacity and knowledge around using data



Evaluation – while evaluation using the ECIDS is still far off, conversations about data and evaluation needs will help inform the purpose and design of the ECIDS



Collaboration – together these integrated efforts foster collaboration among internal and external partners who are working to improve outcomes for young children



ECIDS Next Steps

- Articulate the purpose and vision for Maine's ECIDS
- Identify top-priority policy questions
- Map data systems
- Initiate pilot projects
- Establish data governance
- Plan for the long haul



Questions? Contact the ECIDS project lead, Katherine Johnston
Katherine.Johnston@maine.gov

Integrated Timeline

All Projects to start and advance throughout 2022 and into 2023

ECCS & HMG
Collaborating
Partners &
Family
Engagement
Spring 2022

ECCS Gap
Analysis and
Strategic
Plan
**Summer
2022**

Help Me Grow
Central Access Point
Summer 2022

AIM
Bundle
(ECCS),
PQC4ME
Projects
**Spring
2022**

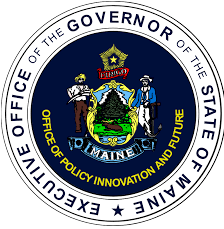
ECIDS / ECCS
Data Mapping
Late Spring 2022

HMG ASQ
Online
Pilot
**Late
Spring
2022**

Start First ECIDS
Pilot Data Project
Summer 2022



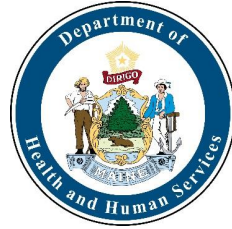
Thank You!



Governor's Office of Policy Innovation and the Future

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